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ABSTRACT

This book, based on research on sociocultural aspects of mathematics education, presents contemporary and international perspectives on social justice and equity issues that impact mathematics education. In particular, it highlights the importance of three interacting and powerful factors--gender, social, and cultural dimensions. The book is research based and presents recommendations for practice and policy and identifying areas for further research. It addresses all aspects of formal and informal mathematics education and applications and all levels of formal schooling. The book is especially intended for researchers, graduate students, and policymakers in the field of mathematics education. Chapters include: (1) "A Cultural/Discursive Psychology for Mathematics Teaching and Learning" (Stephen Lerman); (2) "Mathematics Education in Late Modernity: Beyond Myths and Fragmentation" (Paul Dowling); (3) "Breaking Political Neutrality: The Critical Engagement of Mathematics Education with Democracy" (Ole Skovsmose and Paola Valero); (4) "Mathematical Literacy and Common Sense in Mathematics Education" (Uwe Gellert, Eva Jablonka, and Christine Keitel); (5) "Internationalization and Globalization of Mathematics Education: Toward an Agenda for Research/Action" (Bill Atweh and Phil Clarkson); (6) "Globalization and the Politics of Mathematics Education" (Jan Thomas); (7) "Situated Sociocultural Mathematics Education: Vignettes from Southeast Asian Practices" (Khoon Yoong Wong, Zaitun Binti Hj Mohd Taha, and Palanisamy Veloo); (8) "Mathematical Ideas and Indigenous Languages" (Bill Barton and Roslyn Frank); (9) "The Sociopolitical Context of Mathematics Education in Guatemala through the Words and Practices of Two Teachers" (Richard S. Kitchen); (10) "Continuous In-Service Professional Development of Teachers and School Change: Lessons From Mexico" (Bill Atweh and Marcos Daniel Arias Ochoa); (11) "Resourcing Practice and Equity: A Dual Challenge for Mathematics Education" (Jill Adler); (12) "Mathematics, Social Class, and Linguistic Capital: An Analysis of Mathematics Classroom Interactions" (Robyn Zevenbergen); (13) "Longitudinal Evaluation of Mathematics Participation in American Middle and High Schools" (Xin Ma); (14) "Sociocultural Considerations and Latino Mathematics Achievement: A Critical Review" (Luis Ortiz-Franco and William V. Flores); (15) "The Social Constructs of the Mathematical Experiences of African-American Students" (Vivian R. Moody); (16) "Numeracy: Negotiating the World through Mathematics" (Betty Johnston

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